

## Ronald E McNair Middle

P O Box 1209

Lake City, South Carolina 29560

**Grades** 6-8 Middle School

**Enrollment** 508 Students

**Principal** David Scurry 843-374-8651

**Superintendent** Mrs. Beth M. Wright 843-374-8652

**Board Chair** Mr. Richard Cook 843-394-8043

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 0    | 2       | 26            | 22             |

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Below Average          | Unsatisfactory            | N/A                             |
| <b>2003</b> | Below Average          | Unsatisfactory            | No                              |
| <b>2004</b> | Below Average          | Below Average             | No                              |
| <b>2005</b> | Unsatisfactory         | Unsatisfactory            | No                              |

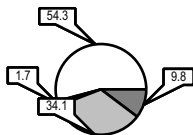
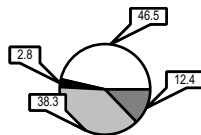
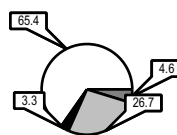
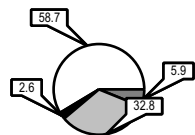
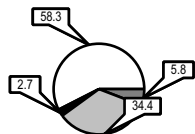
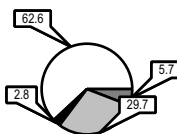
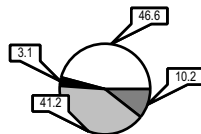
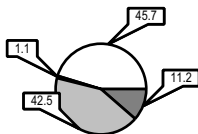
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 501   | 98.4            | 53.2                 | 34.2           | 9.8                 | 2.8               | 18.7  | No                                   | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 252   | 98.8            | 64.9                 | 26.8           | 6.1                 | 2.2               | 13.4  |                                      |  |
| Female   | 249   | 98.0            | 41.2                 | 41.7           | 13.6                | 3.5               | 24.1  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 153   | 97.4            | 35.6                 | 43.7           | 16.3                | 4.4               | 31.1  | No                                   | Yes                                    |
| African American   | 343   | 99.1            | 60.6                 | 30.0           | 7.2                 | 2.2               | 13.8  | No                                   | Yes                                    |
| Asian/Pacific Islander   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 395   | 99.2            | 45.6                 | 39.8           | 12.4                | 2.2               | 21.4  |                                      |  |
| Disabled   | 106   | 95.3            | 82.1                 | 12.6           | 0.0                 | 5.3               | 8.4   | No                                   | Yes                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   |                                      |  |
| Non-Migrant  | 499   | 98.4            | 53.3                 | 34.1           | 9.8                 | 2.8               | 18.8  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 498   | 98.4            | 53.4                 | 33.9           | 9.8                 | 2.8               | 18.8  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 440   | 98.4            | 57.9                 | 32.4           | 7.7                 | 2.0               | 14.5  | No                                   | Yes                                    |
| Full-pay meals   | 61  | 98.4            | 20.7                 | 46.6           | 24.1                | 8.6               | 48.3  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 501 | 98.6  | 45.4 | 38.3 | 12.4 | 3.9  | 27.0 | No  | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 252 | 98.8  | 51.9 | 34.2 | 9.1  | 4.8  | 22.9 |     |     |
| Female   | 249 | 98.4  | 38.9 | 42.4 | 15.7 | 3.1  | 31.0 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 153 | 98.0  | 30.1 | 41.9 | 22.8 | 5.1  | 40.4 | Yes | Yes |
| African American   | 343 | 99.1  | 51.9 | 36.9 | 7.8  | 3.4  | 21.3 | No  | Yes |
| Asian/Pacific Islander                                   | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Hispanic   | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 395 | 99.0  | 36.6 | 44.9 | 14.9 | 3.6  | 31.4 |     |     |
| Disabled   | 106 | 97.2  | 78.4 | 13.4 | 3.1  | 5.2  | 10.3 | No  | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |     |     |
| Non-Migrant  | 499 | 98.6  | 45.5 | 38.1 | 12.4 | 3.9  | 27.0 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 498 | 98.6  | 45.6 | 38.2 | 12.2 | 3.9  | 26.9 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 440 | 98.6  | 48.8 | 38.3 | 10.0 | 3.0  | 23.4 | No  | Yes |
| Full-pay meals   | 61  | 98.4  | 22.4 | 37.9 | 29.3 | 10.3 | 51.7 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 501   | 98.8            | 64.4                 | 26.7           | 4.6                 | 4.3               | 8.9                                  |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 252   | 98.8            | 68.4                 | 22.9           | 3.5                 | 5.2               | 8.7                                  |
| Female                         | 249   | 98.8            | 60.4                 | 30.4           | 5.7                 | 3.5               | 9.1                                  |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 153   | 98.0            | 45.6                 | 36.0           | 10.3                | 8.1               | 18.4                                 |
| African American               | 343   | 99.4            | 72.3                 | 22.7           | 2.2                 | 2.8               | 5.0                                  |
| Asian/Pacific Islander         | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 395   | 99.2            | 59.1                 | 31.3           | 5.5                 | 4.1               | 9.6                                  |
| Disabled                       | 106   | 97.2            | 84.5                 | 9.3            | 1.0                 | 5.2               | 6.2                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Migrant                    | 499   | 98.8            | 64.3                 | 26.7           | 4.6                 | 4.3               | 8.9                                  |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 498   | 98.8            | 64.5                 | 26.6           | 4.6                 | 4.4               | 8.9                                  |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 440   | 98.9            | 69.5                 | 24.3           | 3.0                 | 3.2               | 6.2                                  |
| Full-pay meals                 | 61  | 98.4            | 29.3                 | 43.1           | 15.5                | 12.1              | 27.6                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 501 | 98.8  | 57.6 | 32.8 | 5.9  | 3.7  | 9.6  |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 252 | 98.8  | 63.2 | 26.4 | 6.5  | 3.9  | 10.4 |
| Female                         | 249 | 98.8  | 52.0 | 39.3 | 5.2  | 3.5  | 8.7  |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 153 | 98.0  | 37.5 | 47.1 | 8.1  | 7.4  | 15.4 |
| African American               | 343 | 99.4  | 66.3 | 26.6 | 5.0  | 2.2  | 7.2  |
| Asian/Pacific Islander         | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Hispanic                       | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 395 | 99.5  | 51.4 | 38.2 | 7.1  | 3.3  | 10.4 |
| Disabled                       | 106 | 96.2  | 81.3 | 12.5 | 1.0  | 5.2  | 6.3  |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Migrant                    | 499 | 98.8  | 57.5 | 32.9 | 5.9  | 3.7  | 9.6  |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 498 | 98.8  | 57.6 | 32.8 | 5.9  | 3.7  | 9.6  |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 440 | 98.9  | 62.7 | 30.1 | 4.5  | 2.7  | 7.2  |
| Full-pay meals                 | 61  | 98.4  | 22.4 | 51.7 | 15.5 | 10.3 | 25.9 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 158  | 100.0    | 59.5          | 26.6    | 12.7         | 1.3        | 13.9                         |
|                              | 7     | 182  | 100.0    | 47.3          | 40.7    | 11.5         | 0.5        | 12.1                         |
|                              | 8     | 150  | 98.0     | 42.9          | 46.3    | 10.9         | N/A        | 10.9                         |
| <b>2005</b>                  | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 191  | 99.5     | 67.4          | 25.1    | 6.3          | 1.1        | 7.4                          |
|                              | 7     | 141  | 99.3     | 40.0          | 46.2    | 12.3         | 1.5        | 13.8                         |
|                              | 8     | 169  | 96.5     | 49.7          | 35.6    | 12.1         | 2.7        | 14.8                         |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 158  | 100.0    | 32.9          | 41.8    | 15.8         | 9.5        | 25.3                         |
|                              | 7     | 182  | 100.0    | 48.4          | 39.6    | 9.3          | 2.7        | 12.1                         |
|                              | 8     | 150  | 98.0     | 48.3          | 40.8    | 7.5          | 3.4        | 10.9                         |
| <b>2005</b>                  | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 191  | 99.5     | 45.7          | 37.7    | 15.4         | 1.1        | 16.6                         |
|                              | 7     | 141  | 99.3     | 31.5          | 45.4    | 16.9         | 6.2        | 23.1                         |
|                              | 8     | 169  | 97.0     | 58.7          | 34.0    | 5.3          | 2.0        | 7.3                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| <b>2005</b>                  | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 191  | 99.5     | 74.9          | 18.9    | 4.0          | 2.3        | 6.3                          |
|                              | 7     | 141  | 100.0    | 56.5          | 32.8    | 5.3          | 5.3        | 10.7                         |
|                              | 8     | 169  | 97.0     | 61.3          | 31.3    | 4.7          | 2.7        | 7.3                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| <b>2005</b>                  | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 191  | 99.5     | 61.7          | 30.9    | 6.3          | 1.1        | 7.4                          |
|                              | 7     | 141  | 99.3     | 58.5          | 32.3    | 6.2          | 3.1        | 9.2                          |
|                              | 8     | 169  | 97.6     | 54.0          | 36.7    | 5.3          | 4.0        | 9.3                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Middle Schools with Students Like Ours</b> | <b>Median Middle School</b> |
|---|------------------------|------------------------------|---|-----------------------------|
| <b>Students (n= 508)</b>  |                        |                              |   |                             |
| Students enrolled in high school credit courses (grades 7 & 8)                  | 7.9%                   | Down from 11.7%              | 7.6%  | 15.5%                       |
| Retention rate  | 5.9%                   | Up from 4.4%                 | 4.6%  | 3.0%                        |
| Attendance rate   | 95.0%                  | Up from 94.8%                | 95.2%   | 95.8%                       |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 0.0%                   | No change                    | 7.8%  | 4.7%                        |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0%                   | No change                    | 6.9%  | 4.6%                        |
| Eligible for gifted and talented  | 9.6%                   | Down from 11.0%              | 6.7%  | 15.3%                       |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                        |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                        |
| With disabilities other than speech   | 18.7%                  | Down from 18.8%              | 15.3%   | 13.6%                       |
| Older than usual for grade  | 9.1%                   | Up from 5.8%                 | 8.5%  | 4.6%                        |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 2.8%                   | Up from 1.2%                 | 1.2%  | 0.8%                        |
| Annual dropout rate   | 0.0%                   | No change                    | 0.0%  | 0.0%                        |
| <b>Teachers (n= 30)</b>   |                        |                              |   |                             |
| Teachers with advanced degrees  | 40.0%                  | Up from 23.5%                | 50.0%   | 51.8%                       |
| Continuing contract teachers  | 66.7%                  | Up from 55.9%                | 66.7%   | 78.1%                       |
| Highly qualified teachers   | 79.3%                  | Down from 86.7%              | 89.2%   | 89.6%                       |
| Teachers with emergency or provisional certificates                             | 22.2%                  | Down from 28.6%              | 11.4%   | 6.0%                        |
| Teachers returning from previous year   | 65.8%                  | Down from 69.1%              | 77.7%   | 85.4%                       |
| Teacher attendance rate   | 94.4%                  | Up from 92.8%                | 94.7%   | 94.9%                       |
| Average teacher salary  | \$38,266               | Up 11.3%                     | \$39,915                                      | \$41,328                    |
| Prof. development days/teacher  | 9.6 days               | Down from 9.7 days           | 10.6 days                                     | 11.5 days                   |
| <b>School</b>   |                        |                              |   |                             |
| Principal's years at school   | 3.0                    | Up from 2.0                  | 3.0   | 3.0                         |
| Student-teacher ratio in core subjects  | 20.7 to 1              | Up from 18.7 to 1            | 18.6 to 1                                     | 21.3 to 1                   |
| Prime instructional time  | 88.2%                  | Up from 86.4%                | 87.6%   | 89.3%                       |
| Dollars spent per pupil*  | \$6,784                | Up 4.6%                      | \$7,065                                       | \$6,022                     |
| Percent of expenditures for teacher salaries*                                   | 48.4%                  | Down from 58.2%              | 61.0%   | 61.7%                       |
| Opportunities in the arts   | Poor                   | Down from Good               | Good  | Good                        |
| Parents attending conferences   | 93.5%                  | Up from 79.6%                | 88.6%   | 96.1%                       |
| SACS accreditation  | No                     | No change                    | Yes   | Yes                         |
| Character development program   | Good                   | Down from Excellent          | Good  | Good                        |
| * Prior year audited financial data are reported.                               |                        |                              |   |                             |
|   | <b>Our District</b>    |                              | <b>State</b>                                  |                             |
| Highly qualified teachers in low poverty schools                                | N/A                    |                              | 89.4%   |                             |
| Highly qualified teachers in high poverty schools                               | 91.8%                  |                              | 90.1%   |                             |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                    |                             |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                             |
| Student attendance in this school   | 95.3%                  |                              | No  |                             |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ronald E. McNair Middle School (REMMS) offers sixth, seventh, and eighth grade students a supportive environment that promotes academic achievement. The 2004-05 school year saw REMMS become a middle school whose mission is to prepare students for challenging academic work in high school.

To this end, teachers and students worked on standards-based lessons with real-world connections. Field trips along with classroom instruction made the connections meaningful. Each team took field trips that emphasized South Carolina's curriculum standards. Trips to Camp Bob Cooper focused on math, science, and technology standards through hands-on activities. Academic enrichment opportunities were expanded with the 15 member Clemson University Biology Merit Team.

For those students who needed additional academic assistance, REMMS provided faculty tutoring during team planning, the computer-based PLATO Lab, and a yearlong before/after-school homework center that focused on language-arts and math standards.

In order to develop more effective lessons, teachers worked on pacing guides, attended both state and national Middle School Association Conferences, and participated in staff development sessions on classroom management, learning, parent involvement, and teaching tools for working with middle school students.

The focus at REMMS for the 2005-06 school year is on grade level teaming of students and on preparation for success in high school. Students will be assigned to a team of math, science, language arts, and social studies teachers in order to provide stability and to establish connections among the different subjects. All eighth grade students will be enrolled in pre-algebra or algebra, with extra assistance with mathematic skills being provided for those who may need it. REMMS will continue the partnership with NASA and its representatives who teach space science lessons to teachers and students. Ronald E. McNair Middle School's students, parents, faculty, staff, and administration are committed to making REMMS a friendly, supportive, academic haven for ALL students to achieve.

David Scurry, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 38              | 131              | 56              |
| <b>Percent satisfied with learning environment</b>            | 97.4%           | 57.0%            | 64.7%           |
| <b>Percent satisfied with social and physical environment</b> | 97.3%           | 63.8%            | 66.0%           |
| <b>Percent satisfied with school-home relations</b>           | 81.1%           | 85.5%            | 62.3%           |

\*Only students at the highest middle school grade level at this school and their parents were included.